

TAG at ANGEVINE

Every student identified through the BVSD TAG identification process has an Advanced Learning Plan. Our talented staff collaborates to ensure that each student with an ALP receives high quality, differentiated classroom instruction.

Angevine has a full-time TAG teacher and a part-time educational advisor working to ensure that differentiation strategies are shared and ALP goals are met. In addition, each TAG student selects a project-based learning experience designed to deepen the understanding of a standards-based unit in one of their current classes. Their projects are shared at our Showcase of the Minds event held each spring.

**Knowing is not enough;
we must apply.
Willing is not enough;
we must do.**

~ Goethe



"Many voices, one community"

THE GIFTED CHILD

- They see relationships and patterns that others miss.
- They learn at an accelerated pace.
- They are intellectually stimulated by complexity.
- They have precocious reasoning ability usually seen in older children.
- They may be extraordinarily sensitive and insightful about events that other children don't notice.
- They almost always have a prodigious memory.

Source
Janice Szabos, *Challenge Magazine*, 1989, Issue 34

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ANGEVINE MIDDLE SCHOOL
Talented and Gifted Services

2011-2012

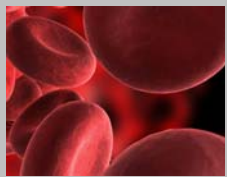


Angevine Middle School
Home of the Bobcats

Mike Medina ~ Principal
Amanda Holden ~ Assistant Principal
Mike Lowe ~ Assistant Principal



RESPONSIVE



RIGOROUS

SUPPORTIVE



COLLABORATIVE



Our dynamic staff collaborates, in partnership with students and families, to provide a rigorous and nurturing environment where young talented minds can achieve, grow, and excel. Our ultimate goal is to ensure that students receive a pre-collegiate education that challenges and motivates them to realize their fullest potential.

TAG COMPONENTS

- An Advanced Learning Plan (ALP) for each TAG student that includes both an academic goal and an affective goal
- A collaborative effort to meet students' ALP needs
- Individualized programming to address students' affective needs, including small group or individual sessions to support the middle school years' transitions
- A responsive, rigorous, and culturally and linguistically diverse learning community
- Sustained communication with feeder elementary and high schools
- Field trip and symposium opportunities
- On-going professional development opportunities in gifted education for our staff

The most powerful teaching happens when a teacher envisions each student's very best and creates a classroom in which each student can discover his or her own personal best and work, with adult and peer support, to achieve it.

~ Carol Ann Tomlinson and Kristina Dobet
Source: Smart in the Middle Grades: Classrooms that Work for Bright Middle Schoolers



MEET OUR TAG SUPPORT STAFF

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